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COUNSELING HISPANIC COLLEGE-BOUND HIGH SCHOOL STUDENTS

By

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PREFACE

The last fifteen years have seen an enormous increase in the Hispanic population of the United States. Nearly a quarter of the nation's growth between 1970 and 1980 was due to Hispanic births and immigration, so that Hispanics numbered 14.6 million in 1980. Yet this growing minority group is significantly underrepresented in higher educational attainment. Although in absolute numbers more Hispanics than previously have enrolled in institutions of higher education and received degrees, the percentage of Hispanics who continue their education beyond high school is decreasing. This situation creates two needs. First, the Hispanic high school dropout rate must be reduced and more Hispanics enrolled in college preparatory courses, so that the pool of students available to attend colleges and universities can be increased. Second, counseling services must be improved, so that more Hispanics will be inclined to pursue higher education and prepared for the tasks of getting admitted and finding financial aid.

In this monograph Gilberto Ramón addresses the latter need. He conceives counseling to be a functional process for which school guidance personnel have

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primary, though not total, responsibility. Counselors can be leaders in a systematic, school-wide approach toward developing Hispanic high school students into college-bound students. Such an effort would entail having high academic expectations and strong curriculum, early identification of potential college-bound students, an appropriate information system, adequate preparation for the testing and application processes, and strategies for using teacher, parent, and community resources. To Ramón, addressing the counseling needs of Hispanic college-bound students is an important priority that has educational as well as social, economic, and political ramifications.

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PRÉCIS

This paper focuses on the counseling of Hispanic college-bound high school students. It includes a review of the research literature, an overview of the status of Hispanics in higher education, a look at characteristics of one segment of the Hispanic college-bound population, a discussion of key elements in a systematic counseling approach, and a brief list of resources.

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ABSTRACT

This monograph addresses the need for improved counseling services for Hispanic students in order to promote their interest in higher education, prepare them for the task of getting admitted, and help them find financial aid. This is discussed as a functional process for which school counseling personnel have primary responsibility, and it is suggested that a systematic, school-wide approach to developing the Hispanic high school students into college-bound students be implemented. The paper includes a review of the research literature, an overview of the status of Hispanics in higher education, a look at characteristics of one segment of the Hispanic college-bound population (Puerto Ricans and Mexican Americans), and a discussion of key elements in a systematic counseling approach. The paper outlines an approach that would include having high academic expectations and a strong curriculum, early identification of potential college-bound students, an appropriate information system, adequate preparation for the testing and application processes, and strategies for using teacher, parent, and community resources. The monograph includes a listing of resources such as college guides, financial aid information, and community and professional organizations that serve Hispanics. (CG)

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PRECOLLEGIATE COUNSELING OF HISPANIC STUDENTS: A STATEMENT OF NEED

The status of Hispanics in secondary and postsecondary educational institutions has recently been the subject of numerous studies and reports done by governmental bodies, foundations, educational organizations, and individual researchers. Alexander Astin's Minorities in American Higher Education (1982), Ricardo Durán's Hispanics' Education and Background (1983), and The Condition of Education for Hispanic Americans by Brown, Rosen, Hill, and Olivas (1980) are a few examples. The discussion in these studies and reports quite frequently includes a review of the factors that impact upon educational attainment and access to higher education. It is in the area of Hispanic access to higher education that the issue of precollegiate counseling has surfaced. Unfortunately, in studies like those cited here, entry to higher education programs is often discussed only briefly and the influence of precollegiate counseling on Hispanics is generally relegated to the "Recommendations" or "Topics for Further Study" sections.

The absence of research in the area of precollegiate counseling may have many causes. It is a complex subject, one that many outside the high school setting have difficulty understanding. Time, space, and

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expertise may not permit in-depth discussions of this topic; however, whatever the reason, the insufficient attention given to this area is discouraging. While counseling may not be the most influential factor in a student's decision to participate in the college-planning process and attend college, it does nonetheless have a significant role.

As service providers for teachers and administrators, as well as for students, counselors are in a unique position in the school setting. Their position allows them, through their actions and/or inactions, to significantly impact the identification and development of college-bound students.

Although the reports and studies referred to give counseling little attention, they do support and document adequately what many have suspected for years--that the educational system has not worked as well for Hispanics as it has for nonminorities. Hispanics are underrepresented in higher education enrollments and have high school dropout rates substantially exceeding those of the majority population. The latter is critical because no significant progress is going to be made in the higher educational attainment of Hispanics until the number of Hispanic students completing high school in general, and college-preparatory curriculum in particular, is increased.

Without question, the subject of school counseling for Hispanics, especially college-bound Hispanics, deserves more attention than it has received. In giving

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the topic the attention it merits, several factors should be kept in mind. The term "counseling" in this discussion is not viewed in a therapeutic sense or considered necessarily as face-to-face interaction. Nor is it simply the provision of guidance or advice. Rather, the reference herein is to what Belkin (1975) has referred to as practical school counseling:

> ...the total counseling process, underlined by a coherent philosophy and self-awareness, practiced with a commitment to the client's total growth, and encompassing face-to-face interviews, group processes, school services, testing programs, extracurricular activities, vocational and educational information, and anything else which contributes to the client's development and fulfillment as a person (p.34).

It is also important to recognize that a general investigation of precollegiate counseling for Hispanics cannot focus on a specific approach or offer a "how-to" process. The assorted nature of the American high school and the diversity of counseling roles makes this a difficult task. Counseling loads, responsibilities, and expectations differ from one school to the next. Moreover, public perceptions and financial crisis have compelled some high schools to reduce or eliminate counseling positions. However, even though a high school may not have an individual with the title of "Counselor," the counseling function continues to exist.

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Equally diverse is the Hispanic population. While the general term "Hispanic" is used throughout this paper, the overall United States population is comprised of a variety of subgroups, including Cubans, South and Central Americans, Puerto Ricans, and Mexican Americans or Chicanos. Differences among subgroups exist in such areas as language, socioeconomic status, culture, and educational attainment. Consequently, it is doubtful that a single approach could be developed for all of these subgroups.

For example, Durán (1983), in his study of Hispanics' education and background as predictors of academic achievement, found that the estimated median income of Cuban American families was $17,538 in 1980, compared to $9,855 for Puerto Ricans and $15,171 for Mexican Americans. With respect to higher educational attainment, 13.9 percent of Cuban Americans 25 years or older in 1979 had completed at least four years of college, compared to 4.3 percent of Mexican Americans and 4.2 percent of Puerto Ricans in the same age group.

This paper addresses issues involved in the counseling of Hispanic college-bound high school students, points to key factors that should be considered in the process, and describes a variety of resources that can be utilized. It illustrates the need for more thought on the subject and should stimulate schools to develop their own approach to the counseling of Hispanic college-bound high school students.

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REVIEW OF THE LITERATURE

The research literature on the counseling of Hispanic college-bound high school students is sparse. Very little research has been undertaken on this particular subgroup of the Hispanic high school population. Indeed, few attempts have been made to study the interaction of counselors and Hispanic students in the high school setting. The existing work that examines the counseling of Hispanic students is directed primarily at college students or students in general. These materials are generally descriptive in nature and consist of papers, reports, and experienced-based, anecdotal articles.

The importance of the guidance function for Hispanic students is cited by several authors. Among them, however, there is some difference of opinion regarding the significance of the counselor. Caskey (1967) describes counselors as instrumental in helping to focus teachers, administrators, parents, and the community on personal growth. The Pennsylvania State Advisory Committee on Civil Rights (1974) found that what counselors did not do was just as significant as what they did. In interviews, Puerto Rican students cited counselors' lack of sensitivity and encouragement as influencing their decision to drop out of school. Moreover, Puerto Rican students

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indicated that counselors' failure to explain adequately the college-going process prevented them from applying to college. Montoya (1969), however, views teachers as the key guidance personnel in the school because of their direct and indirect involvement in guidance activities. He also recognizes school principals as the leaders in developing and providing the psychological basis for the adequate functioning of the guidance program.

There is little disagreement on the importance of understanding the cultural background and needs of Hispanic students (Caskey, 1967; Christensen, 1975; DeBlassie, 1976; Padilla and Ruiz, 1977; Nieves and Valle, 1982). Counselors are urged to recognize that not all students are alike and that the counseling needs of students will vary from one group to the next. Padilla and Ruiz (1977) summarize ways in which Latino clients are both different from and similar to non-Latino clients. They accomplish this by looking at characteristics, ethnohistory and culture, sources of psychological stress, utilization of services, and factors involving self-referral.

Concerns regarding group generalizations and stereotypes and their negative impact on students have also been raised by authors (Duran, 1983; Jaramillo, McPherson, and Zapata, 1982; Padilla and Ruiz, 1977). Jaramillo, McPherson, and Zapata (1982) stress the need to recognize variations within ethnic groups. In a study of college-bound Mexican American student concerns, they found that females

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acknowledged having more concerns than males in such areas as interpersonal relations, personal adjustment, the financial condition of the family, and their own personal educational future.

Durán (1983) offers a brief overview of Carter and Segura's 1979 discussion on cultural stereotypes. Although their work was discussed in the teacher/student context, the overview they present on the stereotypes of Mexican American and Anglo value systems and the ways they conflict is applicable to student/counselor relationships. Durán summarizes their conclusions as follows:

> Carter and Segura concluded that the most important educational impact of cultural stereotypes... is that they may be believed by teachers regardless of whether they are true or not. Teachers' belief in stereotypes contrasting the cultural values of Mexican Americans and Anglos may lead teachers to manifest negative expectations about the schooling potential and performance of Mexican Americans (p.53).

Padilla and Ruiz (1977) suggest that not all Hispanic concerns can be attributed to cultural factors. In discussing sources of psychological stress they differentiate between intrapsychic and extrapsychic stress, the former being problems that are personal in nature and not generated by membership in a particular group. The case

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used to illustrate their point is that of a high school student thinking about college and trying to decide which major to pursue. Padilla and Ruiz contend that it makes little difference whether the student is Latino or not; any student in that situation will experience the same feelings of uncertainty, indecisiveness, insecurity, personal inadequacy, and general apprehension. Consequently, they argue that ethnicity would have little consideration in the type of counseling approach designed for this client.

Several other authors have also offered suggestions for improving the effectiveness of counseling for Hispanic students. Aside from attempting to understand Hispanic culture, counselors are encouraged to explore their own prejudices, to understand or to speak Spanish, and to recognize the importance of the family (Christensen, 1975; Montoya, 1969; Nieves and Valle, 1982). Montoya suggests that schools use parents as resource personnel and involve them in school activities such as parent-teacher group meetings, discussions of academic programs, and school improvement projects.

Utilizing data from the Educational Testing Service's Survey of Career Information Systems in Secondary Schools conducted in 1980, the National Council of La Raza in its report, Career Information and Hispanic High School Students (1982), disaggregated data by gender and ethnicity and produced an analysis based on the information provided by Hispanic youths. In drawing implications from the resulting

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analysis, one should keep in mind that the Hispanic sample was extremely small; only 257 of the 4,883 students surveyed were Hispanics. Of the 1,894 schools that responded to the survey, only 147 had 20 percent or more Hispanic students.

In any case, survey responses provided by schools and students indicate that there are definite differences in the type and frequency of career counseling services provided to Hispanic students in high Hispanic enrollment high schools, in the perception held by Hispanic and white students of career guidance offices and counselors in general, and in the interaction between counselors and Hispanic and white students.

Obviously, the literature does not offer much insight into approaches to the counseling of the Hispanic college-bound high school students, although the various studies undertaken on Hispanic high school students do point to differences that suggest different approaches are warranted. Studies that investigate the impact of specific counseling techniques or approaches on college-bound Hispanic students are lacking.

At this point in time, counselors must develop and select approaches based primarily on successful experiences with the assumption that what has worked with counselor X at school Z will work for counselor A at school B. However, this may or may not be the case, and counselors and other educators are, therefore, in a dilemma. Until further investigations are

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undertaken to determine the effects of and methods for counseling Hispanic college-bound high school students, educators must rely on their experiences. One only hopes that what is assumed to have been successful is indeed helpful.

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CURRENT STATUS OF HISPANICS IN HIGHER EDUCATION

The reports and studies focusing on Hispanics in higher education alluded to previously have painted a dismal picture of Hispanic higher educational attainment. The data and discussion presented in this section offer a general profile of the current status of Hispanics in higher education. This data is preceded by a brief overview of the Hispanic population in the United States. Those interested in additional data or a more detailed discussion should consult the sources cited in this section, in particular Duran (1983) and the National Council of La Raza's Selected Statistics on the Education of Hispanics (1984).

Hispanic America: An Overview

Hispanics accounted for 23 percent of the total population growth in the United States from 1970 to 1980. According to the 1980 Census, there are approximately 14.6 million persons of Spanish origin in the United States. This figure was 6.4 percent of the total U. S. population. It excluded undocumented immigrants whom some analysts place as high as 5 million in number (Estrada, 1983).

The principal Hispanic subgroups

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identified by the 1980 Census include Cubans, Central or South Americans, Mexicans, Puerto Ricans, and other Spanish (Duran, 1983). Mexican Americans comprise the largest group with 7.9 million, or 60 percent, of the self-identified Hispanic population, followed by Central and South Americans (2.7 million/21 percent), Puerto Ricans (1.8 million/14 percent), and Cubans (831,000/5.5 percent) (Duran, 1983; Selected Statistics on the Education of Hispanics, 1984).

As a proportion of the total U.S. population the Hispanic population is relatively small, but its concentration in a small number of states and metropolitan areas has increased its visibility and significance. While Hispanics can be found in each of the 50 states, approximately 87 percent of all Hispanics can be found in 9 states: Arizona, California, Colorado, Florida, Illinois, New Mexico, New Jersey, New York, and Texas. Eighty-eight (88) percent of the Hispanic population in the United States are metropolitan residents, and more than half can be found in only 15 metropolitan areas (Estrada, 1983).

This concentration has become increasingly significant in several states where, according to the 1980 census, Hispanics comprise more than 10 percent of the population: New Mexico (36 percent), California (20 percent), Texas (20 percent), Arizona (16 percent), and Colorado (12 percent). Subgroups have also tended to concentrate in particular locations or regions. In 1980, 75 percent of Mexican

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Americans lived in California or Texas; about 50 percent of mainland Puerto Ricans lived in New York; and 60 percent of Cuban Americans lived in Florida (Selected Statistics on the Education of Hispanics, 1984).

The Hispanic population is a young group. Various estimates place Hispanics anywhere from 8 to 10 years younger than other racial/ethnic groups in the United States (Arce, 1982). In 1979, the median age for Hispanics was 22.1 years versus 30.7 years for non-Hispanics (Durán, 1983). Moreover, about one Hispanic person in nine is a child under five years of age. The proportion of Hispanics of school age is larger than that of any other population subgroup. This may help explain why education is such an important issue among Hispanics today (Selected Statistics on the Education of Hispanics, 1984).

The median annual income of Hispanics in 1982 was $16,228, about $6,000 less than, or 66 percent of, that of whites, whose median annual income was $24,603 (Selected Statistics on the Education of Hispanics, 1984). One in every five Hispanic households was headed by females, compared to one in every ten white households; and one in every four Hispanics lived under the 1979 poverty level, compared to one in ten whites (Estrada, 1983). Significantly, while Hispanics comprised 6.4 percent of the U.S. population in 1980, in 1982 they comprised as much as 12.5 percent of the country's poor (Selected Statistics on the Education of Hispanics, 1984).

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Although the retention of their native language, Spanish, is a unique characteristic of the Hispanic population, most Hispanics speak English. In a study by Yankelovich, Skelly, and White, Inc. (cited in Selected Statistics on the Education of Hispanics, 1984) only 23 percent of the sample reported being monolingual. This was confirmed by the 1980 Census which reported that most individuals of Spanish origin spoke English.

Hispanic Higher Educational Attainment

Current data show that the absolute number of Hispanic college enrollees has increased in recent years. In the fall of 1982, there were approximately one-half million Hispanics enrolled in two- and four-year institutions of higher education. This was 4.2 percent of the total higher education enrollment of 12 million. While both of these are increases from the 383,000 and 3.2 percent figures reported in 1976, approximately 56 percent, or more than half, of all Hispanics enrolled in higher education in 1982 were found in two-year colleges (Plisko, 1984).

Despite increases in the absolute number of Hispanic college enrollees, Hispanic college enrollment as a percentage of the 18- to 24-year-old Hispanic population fell from 20.4 percent in 1975 to 16.1 percent in 1980 (see Table 1). Blacks and whites also showed a decline in college enrollment during this period, but their rates--19.4 percent for blacks and 26.4 percent percent for whites--remained higher

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TABLE 1

High School Graduates, and College Enrollment of 18- to 24-Year-Olds, By Racial/Ethnic Group: 1975 and 1980

Racial/Ethnic Group	Year	High School Graduate as % of Population	College Enrollment as % of Population	College Enrollment as % of High School Graduates
White	1975	83.2	26.9	32.4
	1980	82.5	26.4	32.0
Black	1975	64.8	20.7	32.0
	1980	69.7	19.4	27.8
Hispanic	1975	57.5	20.4	35.4
	1980	53.7	16.1	29.9

Source: "School Enrollment--Social and Economic Characteristics of Students." U.S. Department of Commerce, Current Population Reports No. 222, No. 303, and No. 360, Series P-20.

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than that for Hispanics (Hispanic Students in American High Schools, 1982).

Increases in Hispanic college enrollment will continue to be minimal as long as the number of Hispanic students eligible to participate in higher education, that is, those who are high school graduates, remains low. As Table 1 shows, in 1980 only 53.7 percent of the 18- to 24-year-old-Hispanic population had graduated from high school, a percentage lower than the 57.5 percent figure in 1975. In comparison, 69.7 percent of the black and 82.5 percent of the white 18- to 24-year-old population had graduated from high school in 1980 (Hispanic Students in American High Schools, 1982).

Along with their significant presence in two-year colleges, Hispanic college students are also concentrated in a relatively small number of colleges and universities. In 1978, 21 institutions enrolled 24 percent of all Hispanic college students on the U. S. mainland. When the 34 institutions in Puerto Rico were included, 55 institutions enrolled 43 percent of all Hispanic students on the mainland and in Puerto Rico (Brown et al., 1980).

The end result of the Hispanic secondary and postsecondary enrollment situation is that Hispanics continue to receive a disproportionately low number of college degrees. In 1980-81, Hispanics received 2.3 percent (21,731) of all bachelor's degrees, 2.2 percent (6,461) of all master's degrees, 1.4 percent (456) of

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all doctor's degrees, and 2.2 percent (1,540) of all first-professional degrees awarded by institutions of higher education (Plisko, 1984).

Utilizing data from a recent National Center for Education Statistics enrollment survey, Arce (1982) highlighted the following additional problems for Hispanics in higher education:

- Except for the two-year colleges, Hispanics are represented as college students at rates well below their representation in the population.

- Hispanic underrepresentation is especially severe in the universities, both public and private, in the technical and scientific fields, and in courses of study leading to the professions of dentistry, medicine, business and law.

- Although the data regularly show modest yearly gains in absolute terms, the relative improvement is very small or nonexistent due to greater than average attrition.

- Although Hispanic females now outnumber Hispanic males in overall enrollment, Hispanic women are still extremely underrepresented in graduate education and in most professional fields.

- College degree production for Hispanics has fallen off badly; for

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example, Hispanics' share of doctoral degrees declined severely between 1977 and 1980. The drop for Hispanic males is even more pronounced. (p.14)

Summary

In light of the significant demographic data, the dismal status of Hispanics in higher education raises serious policy questions for this country as a whole and especially for specific states and regions. There exists a disproportionate lack of Hispanic representation in all levels of secondary and postsecondary education, and the data clearly shows where the leaks are occurring. The Ford Foundation Commission on the Higher Education of Minorities (1982) described the situation as follows:

> If one views the educational system as a kind of pipeline leading ultimately to a position of leadership and influence in our society, it is possible to identify five major "leakage" points at which disproportionately large numbers of minority group members drop out of the pipeline: completion of high school, entry to college, completion of college, entry to graduate or professional school, and completion of graduate or professional school. The loss of minorities at these five transition points accounts for their substantial underrepresentation in high-level positions (p.15).

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While the current status of Hispanics in higher education warrants comprehensive educational approaches, it is obvious that the educational experiences of Hispanics in the high school setting have contributed to the current situation. The disproportionately high drop-out rate for Hispanics supports this contention, as do certain enrollment patterns.

Why is it that a majority of Hispanics enroll in two-year colleges when there is significant evidence that suggests a negative correlation between enrolling in community colleges and completing a baccalaureate degree (Astin, 1982)? And to what extent have educators perpetuated a system that places a large majority of Hispanic college students in only a handful of the more than 3,000 institutions of higher education in this country?

The American high school should not be the sole bearer of this cross, but neither can it ignore the fact that it has played a role in creating this discouraging and frustrating situation.

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HISPANIC COLLEGE-BOUND POPULATION

Several factors are important to remember as counselors seek to understand the Hispanic college-bound population. These students emerge from the overall Hispanic high school population, and while there are differences between noncollege-bound and college-bound Hispanic students, these differences are not always clear (Durán, 1983). As Durán states, "...it is plausible that some of the factors that constrain Hispanics' level of achievement in high school may also constrain Hispanic achievement in college" (p.34).

Equally unclear are those factors that contribute to the development of a college-bound Hispanic student and that establish the point at which a decision is made to pursue a college degree. Tracking obviously explains the development of some of these students, but it is important to clarify what obstacles keep Hispanic high school students from entering the college-bound system. The types of extracurricular activities selected by or assigned to Hispanic students need to be understood, especially if they differ from those of other college-bound high school students.

Finally, one should understand that differences exist not only between Hispanics and non-Hispanics, but among Hispanic

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subgroups (Cubans, Puerto Ricans, Mexican Americans, and Latin Americans) as well. Income and educational attainment differences were noted earlier; other differences exist in such areas as language usage and school delay.

This section offers a review of the educational achievement and educational experiences of Hispanic high school students in order to produce an understanding of the population from which Hispanic college-bound students emerge. It also presents a profile of one segment of the Hispanic college-bound high school population.

Educational Achievement and Experiences of Hispanic High School Students

Data recently made available from the High School and Beyond Study (HS&B) of 1980 conducted by the National Center for Education Statistics (1982) highlighted differences in such areas as school delay, aspirations, test scores, language usage, social/economic status, and educational experiences. While the findings cannot be generalized beyond the 1980 class of sophomores and seniors, they do offer a frame of reference for educators to begin understanding the Hispanic high school population.

In line with the income differences reported earlier between Hispanics and whites, the study found that Hispanic high school students had lower family incomes than did non-Hispanic whites. Within subgroups, Cuban and Latin American high

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school students had higher family incomes than did Puerto Ricans and Mexican Americans. Almost one-half of the Puerto Rican seniors surveyed reported their family income was under $12,000. The corresponding percentages for other subgroups with incomes under $12,000 were as follows: Mexican Americans, 29.5 percent; Latin Americans, 22.5 percent; and Cubans, 20.4 percent. For non-Hispanic whites the corresponding figure was 10.7 percent (Grant & Eiden, 1982).

With respect to rates of school delay, Hispanic high school students were more likely to be two or more years older than their modal age for their grade than were non-Hispanic whites. As an example, 12.6 percent of Puerto Rican seniors and 9.8 percent of Mexican American seniors were in this category, compared to 2.5 percent of the non-Hispanic white group (Grant & Eiden, 1982). With respect to sophomores, 12.1 percent of Hispanic sophomores were enrolled two years behind their appropriate grade level, as compared to 4.1 percent of white sophomores (Selected Statistics on the Education of Hispanics, 1984).

Differences in Spanish language usage among Hispanic subgroups were also highlighted by the data. Spanish was the dominant language for 70 percent of the Cuban seniors, as compared to only 17 percent of the Latin American seniors, 32 percent of the Mexican American seniors and 48 percent of the Puerto Rican seniors (Grant & Eiden, 1982).

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The High School and Beyond study also obtained information on the educational experiences and extracurricular activities of high school seniors. While it is not possible to present and discuss all the findings, it is important to note that definite differences between the educational experiences and extracurricular activities of Hispanics and those of non-Hispanic whites were reported. Table 2 shows some of these differences.

From Table 2 it can be seen, for example, that a higher percentage of Hispanic seniors reported being in a vocational or general program while a higher percentage of non-Hispanic whites reported being in an academic program. This may explain why a lower percentage of Hispanic high school seniors enrolled in academic courses such as trigonometry, calculus, physics, and chemistry, and completed three years of English. It may also explain why a higher percentage of Hispanic seniors did not take either the SAT or ACT, standardized tests usually necessary for college admission.

In the area of extracurricular activities, the findings suggest that non-Hispanic white seniors spent more time on homework than did Hispanic seniors, while Hispanic seniors spent more hours working than did non-Hispanic whites. Other findings, not shown in Table 2, also indicate that Hispanics generally had less tendency to participate in extracurricular activities such as sports, band, debate or drama, chorus or dance, school newspaper,

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TABLE 2

Selected Statistics on the Educational Experiences and Extracurricular Activities of High School Seniors: United States, Spring 1980

Educational Experience	Non-Hispanic White	Non-Hispanic Black	Hispanic
Type of High School Program:			
General	36.6	34.5	40.5
Academic	39.3	32.4	26.2
Vocational	22.8	31.1	30.6
Completed 3 or More Years of:			
English/Literature	81.0	82.8	76.2
Took Trigonometry	27.1	15.2	14.6
Took Calculus	8.2	4.5	4.2
Took Physics	19.5	18.6	14.9
Took Chemistry	38.8	28.2	25.6
High School Grades:			
Mostly A's	13.4	5.0	5.1
A's and B's	22.1	15.4	14.5
Mostly B's	21.5	17.2	18.7
B's and C's	24.4	33.9	31.7
Mostly C's	12.2	18.4	19.0
C's and D's	5.0	7.9	8.4
Mostly D's and below	.9	.9	1.8
Did Not Take SAT	55.6	57.8	63.8
Did Not Take ACT	59.5	66.1	65.8
Time Spent on Homework Per Week:			
None	7.6	5.1	10.5
Less than 1 hour	16.2	16.7	17.9
1 to 3 hours	30.9	32.3	31.1
3 to 5 hours	21.2	20.8	20.6
5 to 10 hours	18.2	18.1	14.3
More than 10 hours	6.2	6.1	4.7
Hours Worked Per Week:			
None	3.5	9.2	7.1
1 to 4 hours	9.0	13.7	10.1
5 to 14 hours	19.2	17.9	16.0
15 to 21 hours	28.1	21.5	24.4
22 to 29 hours	17.6	12.7	15.8
30 to 34 hours	8.2	7.9	8.9
35 hours or more	13.3	15.4	16.3

Source: From Grant, W. V. & Eiden, L. J. Digest of Education Statistics, 1982 (1982, pp. 97-98). Washington, DC: National Center for Education Statistics.

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student government, honorary clubs, and cheerleading or pep clubs than did non-Hispanic white seniors (Grant & Eiden, 1982).

While Hispanic high school students may differ from white high school students in the types of curriculums and extracurricular activities they undertake, the aspirations of Hispanic and white youths are similar according to the 1980 data from the High School and Beyond Study. About 34.4 percent of Hispanic students and 39.3 percent of white students aspired to professional or advanced professional occupations requiring a college education (cited in Selected Statistics on the Education of Hispanics, 1984).

The study did find differences in educational expectations between Hispanic and white high school students. In responding to the item, "Amount of schooling you think you'll get," 58.1 percent of the white students expected to obtain two or more years of college, as compared to 49.4 percent of the Hispanic students. Differences among Hispanic subgroups were also found. A higher percentage of Cuban students, 71.4 percent, expected to obtain two or more years of college. This figure compared to 46.1 percent of both Puerto Rican and Mexican American students and 50.1 percent of Latin American students.

Differences were also found between Hispanic and white high school seniors in attitudes about their ability to complete college. Though 65.6 percent of Hispanic

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students and 68.4 percent of white students planned to attend college, only 36.9 percent of the Hispanic students felt they definitely had the ability to complete college, as compared to 48.5 percent of white students. Among subgroups, 33.0 percent of Mexican Americans, 46.4 percent of Puerto Ricans, 50.8 percent of Cubans and 38.1 percent of Latin American students felt they definitely had the ability to complete college. Only 18.9 percent of white students were unsure, doubted, or knew definitely they would not complete college, compared to 28.4 percent of Hispanic students.

A Profile of Hispanic College-Bound Students

The lack of attention paid to Hispanic high school subgroups makes it difficult to foster an understanding of those Hispanic students that eventually enter higher education. Data released during the past year by the College Board in its Profiles, College-Bound Seniors, 1983 (1984) now makes it possible to look at one segment of the college-bound Hispanic high school student population. This publication is the third in a series of annual summaries that make available detailed profiles of the ethnic, racial, male, and female populations from the American Testing Program of the College Board. It aggregates data of the approximately one million high school college-bound seniors in the United States in 1982-83 who registered for the Admissions Testing Program (SAT and/or Achievement Tests) before April of their senior year.

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The data presented for the two Hispanic subgroups, Puerto Ricans and Chicanos, should not be viewed necessarily as representative of college-bound seniors in these subgroups. Depending upon the requirements of the institutions where applications were submitted, some Hispanic students may have elected to participate in the American College Testing Program (ACT) or in no testing program at all. Moreover, the fact that a student took the SAT or Achievement Tests does not mean he/she eventually enrolled in a college or university.

Nonetheless, this report does present previously unreleased data for at least one segment of the Puerto Rican and Chicano college-bound student population. Whether or not these students enrolled in college, it is evident they considered themselves college bound by virtue of their decision to take a standardized test.

In 1983, of the 1,012,537 Admissions Testing Program (ATP) registrants who indicated ethnic background, 10,819 (1.2 percent) identified themselves as Puerto Rican, 16,534 (2 percent) as Mexican American, and 699,471 (6 percent) as white. Of the Puerto Rican registrants, 8,156, or 75 percent, can be considered mainland. It is this Puerto Rican group that is referred to in Profiles, 1983, (1984) and in this discussion.

The data presented in Profiles, 1983 (1984), continues to support the findings reported previously that Hispanic students,

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in particular Puerto Rican and Chicano students, are not enrolled in the same type of academic program as their white counterparts. Only 65 percent of the Puerto Rican and 67 percent of the Mexican American students identified themselves as being involved in an academic or college preparatory program. The corresponding percentage for white students was 79.9 percent. This may explain why the average Mexican American completing 15.18 years and the average Puerto Rican completing 15.79 years takes less years of study of academic courses than does the average white student who completes 16.47 years.

When one considers that taking the SAT is a step in the college-going process, this implies that there are Mexican American and Puerto Rican students who consider themselves college-bound, but are not so recognized by the educational structure. It is also important to note that unlike the data presented on the general high school population, the percentage of Mexican American (76.4 percent), Puerto Rican (72.2 percent), and white students (76.3 percent) aspiring to a baccalaureate or higher college degree was quite similar.

Substantial differences are also evident in the family incomes among whites, Mexican Americans, and Puerto Ricans (see Table 3). The median income of white families was $31,200, while that of Puerto Rican and Mexican American families was $14,700 and $19,600 respectively. More significant is the fact that the median family contribution expected to go towards higher education

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TABLE 3

Annual Parental Income, and Plans to Apply for Financial Aid

	Median Family Income	Median Family Contribution	% Planning to Apply for Financial Aid
Whites	$31,200	$1,720	73.5
Puerto Ricans	14,700	0	89.7
Mexican Americans	19,600	220	87.7

Source: From Profiles, College-Bound Seniors, 1983 (1984, pp. 57, 67, 77). New York, NY: College Entrance Examination Board.

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costs was $220 for Mexican American students and nothing ($0) for Puerto Rican students, as compared to $1,720 for white students.

Understandably, a larger percentage of Mexican American students (87.7 percent) and Puerto Rican students (89.7 percent) expect to apply for financial aid than do white students (73.5 percent). Somewhat surprising is the fact that the mean number of hours worked part-time was fairly constant in all three groups: 7.3 for Mexican Americans, 7.4 for Puerto Ricans, and 7.8 for white students.

The educational attainment of a student's parents is also significant, especially when one considers the impact parents have on a student's career decision. The median number of years of education for the parents of Mexican American students is 12.0 for fathers and 11.8 for mothers, compared to 14.3 and 13.5, respectively, for parents of white students. Puerto Rican parent rates are essentially the same as those for Mexican American parents, 12.0 for fathers and 11.7 for mothers.

About 76.8 percent of the fathers of white students had some college education, while only 32.6 percent of Puerto Rican fathers and 35 percent of Mexican American fathers had some college education. Similar differences could be found among mothers of students: 50.6 percent of mothers of white students, 26.9 percent of Puerto Rican mothers, and 25.8 percent of Mexican American mothers had some college education. Thus, in both cases white students were

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twice as likely to have parents with some college education than were Puerto Rican and Mexican American students.

Summary

This overview of the Hispanic high school population continues to demonstrate that differences exist among Hispanic subgroups and between these subgroups and non-Hispanics. Adequate explanations for these differences are not easy to come by. Certain Hispanic student background characteristics such as socioeconomic status, area of residence, and family situation may impact upon their educational and extracurricular experiences, as well as upon their educational expectations. Low-income Hispanic students may need to work after school, thereby reducing their time for studying and extracurricular activities. One cannot, however, realistically expect to attribute all of the differences cited here to background, especially if similar differences continue to be found in the educational programs of Hispanics.

The data presented from Profiles, 1983 (1984) shows that the educational experiences and backgrounds of all college-bound students are not the same. Mexican American and Puerto Rican college-bound students come from a lower socioeconomic and educational background and take fewer years of academic studies than do their white counterparts. The latter is critical, considering that the college aspirations of white, Mexican American, and Puerto Rican college-bound high school students are not much different.

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Clearly, opening the doors to higher education is not enough. Sustained access to and participation in higher education for Hispanics will require a variety of strategies to address these differences. The educational system can have a role in developing these strategies, in particular those that impact upon the educational experiences of Hispanic high school students.

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A SYSTEMATIC APPROACH: A PERSPECTIVE

High schools that achieve success in getting students into college generally have a well-developed approach and plan to accomplish that aim; it is one that involves a variety of individuals and activities. Counselors have a key role in the process, but by no means are they the only contributors to the process. School administrators, teachers, parents, the community, and students also share the responsibility for making the college-planning process a successful venture.

Phineas Banning High School is one example of a school that has a well-formulated approach and organized plan of action to identify, develop, and prepare students for college. The fifth largest high school in the Los Angeles Unified School District, Banning has an 88 percent minority enrollment and is located in a lower socioeconomic community. Its College Core Curriculum Program is primarily responsible for the college attendance rate increasing from less than 5 percent in the early 1970's to its present rate of approximately 52 percent.

The counseling and guidance of Hispanic college-bound students should follow a well-organized developmental approach. It should be a concerted, systematic effort that brings together various diverse school and

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community components and clearly delineates the roles and responsibilities of each. While it is true that counselors maintain the direct responsibility for counseling and guidance, the development of successful Hispanic college-bound students cannot occur in one component of the school alone, nor is it the sole responsibility of one individual.

In reviewing the approaches at high schools such as Banning and others which have achieved success with Hispanic students, one begins to see similar key elements appearing in all such schools. These elements surface in different configurations or at different times, but they set apart high schools that have established a successful tradition of developing college-bound students from those that have had minimal success. While not based on any scientific research study, nor applicable solely to Hispanic college-bound students, it is evident that successful systems should contain these key elements: high academic expectations; a strong academic curriculum; a process to identify college-bound students early in their high school career; a well-developed information system; an organized effort to prepare students for standardized testing and the college admission and financial aid application process; and well-defined roles for parents, teachers, college recruiters, former students, and community organizations.

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High Academic Expectations/Strong Academic Curriculum

Not much can be added in the areas of academic expectations and academic curriculum that counselors and educators do not already know. A school's expectations and, more specifically, a teacher's or counselor's expectations have an impact (either positive or negative depending on the expectation) on a student's academic performance. Cognizant of this, educators should work to create a school atmosphere that encourages the development of Hispanic college-bound students.

The task in some cases may not be an easy one. The stereotypic images of Hispanics, intellectualized by social scientists (Hernandez, 1970) and fueled by individual prejudices, may be difficult to confront and manage. However, if better-prepared Hispanic students who can succeed in college are to emerge from high schools, then schools and school personnel need, as a first step, to believe that Hispanic students have the academic potential to succeed. As a second step, they must go beyond simply believing success is possible and convey this attitude to students in day-to-day activities.

Students respond to school expectations and, more specifically, to teacher expectations. When expectations in the area of academic potential are based on stereotypes, then the academic performance of students will suffer (Garcia, 1982). The self-fulfilling prophecy is not an unknown

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factor in schools; and, while it is generally discussed in the teaching context, this phenomenon applies to counselors as well as to other school personnel. This should be kept in mind as one reads the excerpt below:

> Simply put, the self-fulfilling prophecy for teachers means that if teachers define a student's capabilities as real, then they are real in their consequences. For example, if teachers define the students' capabilities as below average, expecting them to be and treating them as though they were below average, then over a period of time, they will be below average. Of course, the opposite is true. If teachers expect excellence of their students and treat them as though they were excellent, then after a period of time they would be excellent. Unfortunately, teachers expect less of minority students, and thus minority students produce less. Research studies show the self-fulfilling prophecy to be an all-too-true phenomenon (Garcia, 1982, p.93).

Educators should not need to be convinced that Hispanic students have the potential and the capability to succeed in college when given the appropriate educational experience. Unfortunately, in today's society success is frequently viewed as an attribute of a select few. The

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success figures for Hispanics in higher education are dismal, but one should not overlook that some Hispanics have managed to achieve success in spite of the numerous obstacles placed before them. The figures cited in a previous section show that 36,188 Hispanics received bachelor's, master's, first-professional, or doctorate degrees in 1980-81 (Plisko, 1984).

Somewhat related to the development of high expectations is the implementation of a strong academic curriculum. Many times lowered expectations on the part of staff and students result in a diluted curriculum. The self-fulfilling prophecy takes shape: "Hispanic students are not academically able, so why provide them with an academically challenging curriculum?" A strong academic curriculum, one that challenges both students and teachers, can have far-reaching effects. Not only will expectations be raised, but the academic preparation of students will be enhanced as well.

It is not the intent here to define explicitly the academic curriculum to be pursued by Hispanic college-bound students. Academic curriculums will differ depending upon state and district requirements. Moreover, while universities and colleges do not expressly seek to dictate to high schools the nature of their course offerings or requirements, high school college-bound curriculums are frequently directed by the admissions requirements of flagship and/or prestigious institutions of higher education.

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In the past several years there have been a number (18 at one count) of studies initiated on the American high school. Some have focused on the curriculum, both skills and courses, needed by students to successfully compete in college. In its report, A Nation at Risk, the National Commission on Excellence in Education (1983) recommended the following curriculum requirements for college-bound students: four years of English, three years of mathematics, three years of science, three years of social studies, two years of foreign language, and half a year of computer science.

In another example, The College Board, as a result of a series of dialogues between college and high school faculty, established that college-bound students should master skills in studying, reasoning, mathematics, speaking and listening, and writing and reading and that those skills should be required in such academic subjects as English, the arts, mathematics, science, social studies, and foreign language (Academic Preparation for College, 1983).

While these studies did not focus on the Hispanic college-bound student, they nonetheless offer a good view of the current thinking associated with the college-bound curriculum.

The underlying concern in this discussion involves attitudes and the manifestation of these attitudes by the school system. The development of successful Hispanic college-bound students

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will indeed be a difficult task if school personnel do not expect success and if such expectations are not encouraged by a strong academic curriculum.

Identification/Selection System

Students who enter a college-bound curriculum early in their high school career are generally better prepared academically and psychologically for college life. The data presented in one of the previous sections clearly shows that many Hispanic students, even those considering college, are not enrolled in a college-preparatory curriculum. A key element in the development of more college-bound students is a process that identifies and guides students into the college-going mainstream.

It should be recognized that the implementation of such a process is not necessarily a return to the old "tracking" system, which proved detrimental to Hispanics and other minorities. While some may argue that the processes are identical, there are some fundamental differences in approach and philosophy.

The degree of sophistication in the identification/selection system will vary from one school to the next. The system, however, should be designed to include Hispanic students, not to exclude them. Preferably, students should identify themselves, or be identified, as college bound early in their high school or middle school years. Banning High School begins to identify the potential pool of students for

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its Core Curriculum Program in the 9th grade (they recommend the 8th grade if it is a four-year high school). However, the system should be flexible; and under the proper circumstances, students should be allowed to enter the college-going process at any point in their high school career.

The selection of students should not be left to the sole discretion of school personnel (i.e., teachers and/or counselors). Given a proper explanation of expectations and responsibilities, parents and students should be allowed to select a college-preparatory program if they so desire. The criteria for selection should not be too rigid, nor should they be based solely on test scores and grades. Such factors as motivation and potential should also be considered.

The underlying philosophy of this process should be more than one of refinement; that is, it goes beyond selecting a student who is clearly college material and simply placing him/her in the proper academic curriculum. The process should also be one of development, moving a student from one stage to the next and initiating both personal and academic growth.

Information System

Any effort to develop and assist college-bound Hispanic high school students should contain a system to disseminate information. Students need to be alerted to visits by college recruiters, test

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deadlines, college days/nights or college fairs, college orientation days, scholarship deadlines, and so forth. Teachers must be aware of these activities in order to provide the proper support and encouragement when the occasion arises.

An information system is especially important in school systems where Hispanics have not traditionally been a part of the college-bound program or where the community as a whole does not yet view a postsecondary education as a viable option. In this environment the responsibility should be to educate and inform not only students but also parents and the community as well, through whatever means are available. The Houston Independent School District, in an attempt to provide information and to enhance communication between the school and home, has considered a plan to hold a series of group meetings for 6th- to 12th-grade Hispanic students and their parents. The plan identifies major pieces of information and the grades at which they should be provided to both students and parents.

One tends to overlook the fact that while schooling and the college-going process are traditions in many communities, they are unknown and often frightening experiences in others. Certain individuals understand and manipulate the system because they are aware of its existence and expectations. Others, unfortunately, cannot. Many young Hispanic high school students are the first individuals in their families to consider attending college. While their experience may be laying the

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foundation for future generations, the process for them and their parents may be intimidating. Schools can respond by informing and educating all concerned on the nature of higher education and the processes that help one gain access to it.

In creating a well-developed information system that may help meet specific student and community needs, counselors should look beyond the school and make use of the vast array of resources at their disposal. School newsletters are good vehicles to disseminate information, as are church bulletins, area newspapers, and radio and television public service announcements. Counselors should also be acutely aware of the community's language preference. An Hispanic high school student's preference for English may not be shared by parents. In such situations counselors may wish to disseminate information in both English and Spanish.

An information system can meet a variety of needs; it can expand knowledge, encourage involvement, and clarify responsibilities. Most important, for Hispanic students it can contribute to the creation and/or enhancement of an atmosphere that understands and actively supports postsecondary education.

Preparation for the College Admissions Process

Gaining admission to an institution of higher education is a sophisticated and complex process that involves much more than academic preparation. Even though academic

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preparation lays the foundation for students to pursue and complete a postsecondary education, the college admission process also includes a series of activities and steps that require skill and understanding to negotiate. Understanding the process and learning how to manage it is necessary for any college-bound student, but these are especially critical for Hispanic students, many of whom are the first in the family to attend college.

Frequently, students are unaware of the steps necessary to attain college admission. They are unfamiliar with the benefits and consequences associated with completing or ignoring each one. They ignore, or place little significance on, visits by college recruiters, standardized test dates, and deadlines for college and financial aid applications. Then they do not understand why they received less financial aid than expected or why they did not get admitted to the college of their choice. Students need to be better prepared for the process, not only by receiving information on deadlines, visits, and the like, but also by acquiring an understanding of the importance of each element in maximizing opportunities.

For example, taking the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is an important step in the college-going process. It helps prepare a student for the SAT, includes the student in the Student Search Service (SSS), and makes the student eligible to compete in various scholarship programs. For Hispanic students this

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examination has added significance because of the existence of The College Board's National Hispanic Scholar Awards Program, a scholarship effort funded by the Andrew W. Mellon Foundation. However, unless Hispanic students understand the importance of this test and the benefits to be derived by taking it, they will fail to maximize their opportunities and thus fall a step behind their counterparts who do participate.

Equally necessary in any system designed to develop Hispanic college-bound students are activities to teach students how to successfully complete each step. Reviewing college catalogs and guides, selecting colleges, taking standardized examinations, and completing college and financial aid applications require specific strategies and skills. Students need to learn how to be test-wise, how to complete Financial Aid Form (FAF) and Family Financial Statement (FFS) forms, how to write personal essays, and how to ask for teacher recommendations. Otherwise, their efforts will not produce the results they deserve or expect.

Negotiating the college admissions and financial aid process requires knowledge, skill, patience, and a certain degree of sophistication. Not all of these need to be taught extensively, nor can all of these be taught within a short period of time. Schools and counselors should determine the level of expertise that exists in both the school and the community and proceed from there to develop the approach or approaches that are needed.

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Role of Resource Groups

The increased focus on the American high school in recent years has produced a new assortment of catch-words and phrases. In discussions of remedies for the ills of secondary schools, one frequently hears such terms as "partnerships," "collaboration," and "linkages." A widely accepted belief is that schools should not be the only ones expected to develop solutions to the complex problems that engulf them. They should be joined in the search by institutions of higher education, business, industry, and the community as a whole.

In California, expert testimony and reviews of current studies were utilized to produce the report, Improving Student Performance in California: Recommendations for the California Roundtable (1982). The report identifies and discusses actions which the business community can take to help improve the academic performance of California secondary school students.

This same philosophy of collaboration and cooperation should underlie the work of schools and counselors as they seek to develop Hispanic college-bound students. They should learn to utilize the vast array of resources that exists outside of the school system: parents, community and professional groups, businesses, former students, and universities.

In some respects the development of resources outside of guidance offices and the school is welcomed by Hispanic

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students. The study on Hispanic students and career information (Career Information and Hispanic High School Students, 1982) reviewed previously, found that:

- Black and Hispanic students were more likely than white to talk to former students about jobs.

- Black and Hispanic students were more likely to have utilized state employment offices and regional career centers than white students. Hispanic females were particularly likely to have utilized the regional centers.

- Black and Hispanic students were more likely to have gone to a private employment agency and to have utilized a local college for information than white students. (p.14)

The ensuing section identifies a variety of community and professional group resources that can be used in the counseling of Hispanic high school students. Such organizations as the League of United Latin American Citizens (LULAC), Aspira, and Talent Search provide excellent support to counseling units in the college admissions and financial aid application processes. Others support the development of Hispanic students through career-oriented activities.

An example of the latter is the National Coalition of Hispanic Mental Health and Human Services Organizations (COSSMHO). Through its National Hispanic Youth

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Institute, COSSMHO has provided career and leadership education and training to more than 5,000 Hispanic teenagers in such cities as New York, Miami, San Antonio, Denver, and Albuquerque. It has also sponsored a series of seven films called Hispanics in Health Careers. In 1983 it mobilized public and private resources for a 7-month project involving more than 1,000 Hispanic youth in both business career awareness and motivation activities.

Another example is the Minorities in Higher Education Project (MIHEP) sponsored by the Connecticut Board of Higher Education and the Hartford Southside Institutions Neighborhood Alliance. Designed to increase the number of minority (black and Hispanic) students from Hartford entering and completing college, MIHEP utilizes minority professionals as "mentors" or role models. An early intervention model, the program is for 7th- to 12th-grade students. It emphasizes such areas as academic preparation, post-secondary and career exposure, and the enhancement of self-confidence.

Counselors should take advantage of activities and resources such as the ones described above whenever possible. Parents can encourage and support, former students can share experiences and motivate, teachers can facilitate the process, university personnel can provide information, and community groups can bridge gaps.

Parents in particular are excellent resources and should be brought into the college-planning process as early as

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possible. As stated by the College Recruitment Association for Hispanics in their bilingual brochure written for Hispanic parents (1984):

> The Hispanic parent has been a neglected resource in the recruitment efforts focused toward Hispanic youth. The family structure and system of reinforcement of values within the Hispanic culture provide parents with the most potential influence to work toward the goal of higher education for Hispanics (p.1).

It is not the intent here to define roles and develop activities for each of the resource groups and/or persons available. Each counselor must base the use of these resources on the individual school situation. In order to avoid duplication of efforts and wasted time, it is suggested that counselors attempt to define the roles to be played by each one of the outside groups and/or individuals. An understanding of how they can help and where they fit into the system would be beneficial not only to counselors, but to those offering assistance as well.

Summary

This section has presented and discussed several key elements that should be addressed by high schools desiring to be successful in the counseling of Hispanic college-bound high school students. These

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include high academic expectations and a strong academic curriculum, an identification/selection system, an information system, an organized effort to prepare students for the college admissions process, and well-defined roles for parents, teachers, college recruiters, former students, and community organizations.

Which key elements are to be developed and the manner in which they are to be implemented will differ from one school to the next. Although all of these elements are important, schools should understand the specific needs of their student population. Equally important is the recognition that the development of these key elements is not the sole responsibility of the counselor. Without question, the counselor has a pivotal role, but ultimately it is the entire school that must respond if these key elements are to be established and are to influence the development of Hispanic college-bound students.

It should be emphasized that the thread that binds these elements together is a well-organized plan of action to develop, not only to counsel, Hispanic college-bound students.

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RESOURCES

There are numerous resources presently available for counselors to use with college-bound Hispanic high school students. While some of these, especially the publications, are not designed specifically for Hispanic students, they are nonetheless useful. This section identifies two types of resources: published materials and community/professional organizations.

The resource lists provided are by no means exhaustive. State and local resources are often developed to address specific needs, as well as to supplement national efforts. For example, the Coordinating Board of the Texas College and University System annually publishes a booklet entitled Financial Aid for Texas Students. The College Recruitment Association for Hispanics (CRAH) and the Bilingual Migrant Education Department of the State of Michigan have collaborated to produce the brochure referred to previously, Queremos Lo Mejor Para Nuestros Hijos/We Want the Best for Our Children (1984), to encourage Hispanic parental participation in higher education preparation.

Published Materials

The American College Testing Program and The College Board are the educational organizations that administer the two most

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widely used standardized examinations, the ACT and the SAT. They also publish a number of publications for counselors and college-bound students. Although some of these materials may carry a fee, both of these organizations distribute a variety of free publications through annual counselor workshops or as part of regular mailings to secondary schools. For example, The College Board offers free of charge a publication designed for students exploring college; it is entitled Going Right On. Moreover, both groups make available (free or for a charge) a vast array of other resources, including slide presentations on the SAT, ACT, and PSAT/NMSQT and on financial aid.

The resource publications described here fall into two groups: general college information guides and financial aid information materials. Also included is a brief description of a computerized information system.

College and University Guides

There are more than 3,200 colleges, universities, technical institutes, and institutions of higher education in the United States. While individual school catalogs provide the most comprehensive and up-to-date information, students can also obtain concise, valuable profiles by consulting one of the major college and university guides published in the United States. In addition to specific institutional information, these guides generally contain a discussion not only of college in general but also of the

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selection and application process. In recent years, guides aimed primarily at special target populations (i.e., women, blacks, and minority Ivy League students) have also appeared. A special review by David S. Webster of seven of the best-known college and university guides, "A Guide to College and University Handbooks," appears in the February 1984 issue of the Harvard Educational Review. A few that may be of interest to counselors working with Hispanic students are as follows:

The College Handbook, 1983-84. This publication lists approximately 3,076 two- and four-year colleges and provides up-to-date answers to questions concerning enrollment, location, major fields of study, admissions requirements, annual expenses, available financial aid, and student activities (College Board Publication: 1983, 1,685 pages).

Index of Majors, 1983-84. Lists 385 major fields of study and the colleges, state by state, that offer degrees (associates, bachelor's, master's, doctorate, first professional, or work beyond the doctorate). Also includes comprehensive lists of colleges that have religious affiliations, special academic programs, and special admissions procedures (College Board Publication: 1983, 630 pages).

Peterson's Annual Guides to Undergraduate Study: Four-Year College, 1984. Covers over 1,900 accredited

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institutions that grant baccalaureate degrees in the United States and Canada. Aside from the general college information (academic programs, degrees awarded, etc.) the basic college profiles include: statistics in early decision/early action, high school course requirements, special non-academic admissions considerations, freshman financial aid statistics, and deadlines for out-of-state applicants. Also included are illustrated essays by admissions officers at over 600 colleges and universities across the country (Peterson's Guides: 1983, 2,000 pages).

Peterson's Annual Guides to Undergraduate Study: Two-Year Colleges, 1984. Covers over 1,450 accredited institutions that grant associate degrees in the United States and Canada. This volume also contains basic college profiles, 1,800 word essays, a reader guidance section, and directories of schools by geographical area and by major (Peterson's Guides: 1983, 450 pages).

College Planning/Search Book. Offers a practical 8-step method to help students decide what they want from college and provides information on more than 3,000 4- and 2-year colleges and universities. The practical method takes the student through the entire planning process -- from identifying main priorities to making a final decision. College information provided includes location, selectivity, size, cost, majors and

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career programs available, and student characteristics (American College Testing Program Publication: 1983).

A Guide to Christian Colleges. This book provides descriptions of the history, location, and spiritual emphasis of over 60 denominational and non-denominational colleges and universities. Basic information on academic majors, costs, and enrollments is included (Christian College Coalition, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036: 1983, 129 pages).

Every Woman's Guide to Colleges and Universities. Contains information and statistics on the services and facilities available to women on college campuses. Descriptions of nearly 600 two- and four-year colleges include the number of women administrators and faculty, policies to ensure fairness to women, minority staffing and services, athletics for women, and the availability of counseling, health care, day care, and other services (Old Westbury, New York: The Feminist Press, 1982, 512 pages).

There are numerous other guides and directories available to guidance counselors. Peterson's, for example, also publishes a guide on competitive colleges, and there is also a series of guides published by Barron's Educational Services, Inc., including Barron's Profiles of American Colleges. Finally, there is the Comparative Guide to American Colleges, by

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James Cass and Max Birnbaum, and published by Harper & Row.

It is costly and unnecessary for counselors to have all of these publications in their guidance libraries. If a good supply of current college catalogs is maintained, a counselor may need only one or two of the major directories. The key, as has been stated previously, is for students to learn how to utilize the informational materials available. Unless that is accomplished, the quantity and type of college guides acquired are of little significance.

Financial Aid Information Materials

Students and counselors can look at a variety of financial aid publications for information and assistance. These include college pamphlets that describe specific institutional requirements and financial aid policies; state and community publications that describe local sources of financial aid, such as the Texas example noted earlier in this paper; booklets that list general sources of financial aid (i.e., grants, scholarships, and loans); directories that list costs of colleges and universities in the United States; and materials that are designed to assist students with the complex financial aid application process.

The latter are usually provided free of charge by the educational organizations responsible for the two major need analysis forms, the Financial Aid Form (FAF) and the Family Financial Statement (FFS). These

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include Applying for Financial Aid, distributed by the American College Testing Program, and Meeting College Costs, distributed by the College Scholarship Service of The College Board. Both contain a general description of the financial aid process and the procedure used to determine the size of a student's parent contribution.

The following list describes other helpful publications:

The Student Guide: Five Federal Financial Aid Programs, 1983-84. Provides a description of the federal financial aid programs: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), College Work-Study, National Direct Student Loans (NDSL), and Guaranteed Student Loans (GSL). Free copies may be obtained by writing: Federal Student Financial Aid, P. O. Box 84, Washington, D.C. 20044.

The College Cost Book, 1983-84. Contains detailed advice for students and their parents on how to plan to meet college costs. Explains how to estimate college costs and individual financial need, what types of aid are available to meet that need, and how to apply to the federal, state, local, and private agencies that administer financial aid. Also includes detailed information on costs at more than 3,200 two- and four-year public, private and proprietary institutions, as well as lists of colleges that offer tuition and fee

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waivers and special tuition payment plans (College Board Publication: 1983, 204 pages).

Need A Lift? Sources of career, scholarship, and loan information for all students are listed, with emphasis on scholarship opportunities for veterans, their dependents, and children of deceased or disabled veterans. Published by the American Legion, P. O. Box 1055, Indianapolis, Indiana 46206: 1983.

Selected List of Post Secondary Opportunities for Minorities and Women. Lists educational opportunities for minorities and women at the post-secondary level by fields of study. Also provides general information about seeking assistance in pursuing additional educational and career goals. (U. S. Government Printing Office, Washington, D.C.: Stock Number 065-000-000-52-0, 1983).

The Guidance Information System

The Guidance Information System (GIS) is a comprehensive, computer-based information system designed for use by anyone involved in career planning, such as high school and college students, counselors, librarians, veterans, and executives. The system provides information on occupations, colleges, and financial aid. The more than 3,500 college, university, and technical institute descriptions include programs of study, costs, admissions and enrollment

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policies, residence information, sports and campus activities, accreditation, and special programs. The system also contains information on 875 occupations and explains job duties, employment potential, salary range, work conditions, lifestyle, personal interests, and aptitudes. GIS is also equipped to identify general types of financial aid available through individual colleges as well as through national financial aid resources. It is produced by TSC, a Houghton-Mifflin Company.

Community and Professional Organizations

Unlike the publications listed, the community and professional organizations identified herein were established to address a specific need in the Hispanic community. Two different groups are identified: organizations whose primary purpose is to address the educational needs of Hispanics and associations formed primarily as support systems and networks for Hispanic professionals.

Those organizations addressing the educational needs of Hispanics include the following:

LULAC National Educational Service Centers (LNESC): Initiated by the LULAC community of San Francisco in 1973, LNESC is a community-based multiservice educational organization that supports a variety of programs ranging from talent recognition to talent development. There are 12 field centers across the country, each designed to provide

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students with college and career counseling, job training, and financial aid assistance. The national office located in Washington, D.C., coordinates the LULAC National Scholarship Fund (LNSF). The address of the national office and the location of the 12 field centers are as follows:

National Office:

LNESC National Headquarters
400 First St., N.W.
Suite 716
Washington, D.C. 20001
(202) 347-1652

Field Center Locations:

Pomona/East Los Angeles, CA
San Francisco, CA
Colorado Springs, CO
New Haven, CT
Miami, FL
Chicago, IL
Topeka, KS
Albuquerque, NM
Philadelphia, PA
Corpus Christi, TX
Houston, TX
Seattle, WA

Aspira of America, Inc. Since 1961 Aspira has been giving young Hispanics the moral and financial support to complete their education. Primarily oriented toward young Puerto Ricans, the six field centers offer a variety of educational services, including college

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counseling and financial aid assistance. The address of the national office and the location of the six field centers are as follows:

National Office:

Aspira of America, Inc.
114 East 28th Street
New York, NY 10016
(212) 889-6101

Field Center Locations:

Miami, FL
Chicago, IL
Newark, NJ
Bronx, NY
Philadelphia, PA
Rio Piedras, PR

While not developed specifically for the Hispanic community, Talent Search Programs can also be of tremendous help to Hispanic students involved in the college application process. Originated in the Higher Education Act of 1965, Talent Search Programs are considered a part of a federal triumvirate of Special Programs for Disadvantaged Students more commonly known as "TRIO Programs." These programs, Talent Search, Upward Bound, and Special Services are designed for economically disadvantaged students and are funded under Title IV through the United States Department of Education.

The services provided vary from one Talent Search organization to the next,

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depending on location, target population, and program size. To some degree all Talent Search agencies use individual and group counseling to encourage students to complete high school and pursue a post-secondary education, to provide information to students on financial aid opportunities, and to assist students with the mechanics of applying for college admission and financial aid. To a large extent their effectiveness in researching and helping students depends upon the cooperation provided by schools and counselors.

The large number of Talent Search Programs makes it impossible to list each one individually. In fiscal year 1980, 158 agencies received approximately $15,300,000 in program funds. Information on the location of these programs can be obtained from the U.S. Department of Education regional offices. A Directory of Funded Projects is prepared annually. Inquiries regarding this publication can be directed to:

Information Systems Section, ISPSB
Division of Student Services, OHCE
U.S. Department of Education
Room 3514, ROB-3
Washington, D.C. 20202
(202) 245-2424 or (202) 245-2426

There are numerous other Hispanic professional associations that can be of assistance to counselors. As is exemplified by COSSMHO, some of these groups sponsor special activities for Hispanic youth. Others provide special scholarships for

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Hispanics. The names and addresses of those listed here were extracted from a 1980 Philip Morris Company publication, A Guide to Hispanic Organizations.

A copy of this booklet can be obtained from Philip Morris, USA, Public Affairs Department, 100 Park Avenue, New York, NY 10017.

AMERICAN ASSOCIATION OF SPANISH-SPEAKING CERTIFIED PUBLIC ACCOUNTANTS (AASSCPA)
1010 South Flower Street
Suite 200
Los Angeles, CA 90015
(213) 748-8627

or

236 Massachusetts Ave., N.E.
Suite 603
Washington, D.C. 20002
(202) 546-3424

ASSOCIATION OF CUBAN ENGINEERS
P. O. Box 557575
Miami, FL 33155
(305) 949-4289

ASSOCIATION OF HISPANIC ARTS
200 East 87th Street
New York, NY 10028
(202) 369-7054

ASSOCIATION OF MEXICAN AMERICAN EDUCATORS (AMAE)
2600 Middlefield Road
Redwood City, CA 94063
(415) 364-7340 or (408) 299-4016

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LA RAZA NATIONAL BAR ASSOCIATION
c/o South Bay Judicial District
Torrance, CA 90503
(213) 320-6010

MEXICAN AMERICAN ENGINEERING SOCIETY
(MAES)
P. O. Box 41
Placentia, CA 92670
(213) 864-6011, Ext. 3523

MIDWEST COUNCIL OF LA RAZA
Notre Dame University
P. O. Box 606
South Bend, IN 46556

NATIONAL ASSOCIATION OF HISPANIC
NURSES (NAHN)
12044 7th Avenue, N.W.
Seattle, WA 98177
(206) 367-0862 or (206) 543-9455

NATIONAL ASSOCIATION OF PSYCHOLOGISTS
FOR LA RAZA
1333 Iris
Boulder, CO 80302
(303) 443-8500

NATIONAL COALITION OF HISPANIC MENTAL
HEALTH AND HUMAN SERVICES
ORGANIZATIONS (COSSMHO)
1015 15th Street, N.W.
Suite 402
Washington, D.C. 20005
(202) 638-0505

NATIONAL HISPANIC INSTITUTE
3301 Kim Lane
P. O. Box 1812

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Austin, TX 78767
(512) 476-3595

SOCIETY FOR THE ADVANCEMENT OF CHICANOS AND NATIVE AMERICANS IN SCIENCE (SACNAS)
P.O. Box 3831
Albuquerque, NM 87190
(505) 884-5259

SOCIETY OF HISPANIC PROFESSIONAL ENGINEERS (SHPE)
P. O. Box 48
Los Angeles, CA 90053
(213) 292-0970

SOCIETY OF SPANISH ENGINEERS, PLANNERS, AND ARCHITECTS (SSEPA)
P. O. Box 75
Church Street Station
New York, NY 10017
(212) 292-0970

TEXAS ALLIANCE FOR MINORITIES IN ENGINEERING, INC. (TAME)
c/o Dean of Engineering
University of Texas at Arlington
Arlington, TX 76019
(817) 273-2571

Hispanic organizational efforts have continued to increase during the past decade. Counselors are urged to go beyond this list and seek out other community organizations and associations. Organizations such as the Latino Institute in Chicago, Illinois; the National Council of La Raza; Project SER, Inc.; and the

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American G. I. Forum may also be available to provide help on a local level.

Summary

The resources identified here can be useful to counselors in their work with Hispanic college-bound high school students. Numerous other local resources exist. In San Antonio, Texas, for example, Hispanic college-bound students have an opportunity to participate in the Pre-Freshmen Engineering Program (PREP) held at the University of Texas at San Antonio every summer, or in the High Technology High School operated under the auspices of the Alamo Community College District. In Philadelphia, Hispanic students can participate in PRIME and in northern California, in the Mathematics, Engineering, Science Achievement (MESA) Program, both designed to develop minority students for engineering and science fields.

A large number of these resources can be made available to Hispanic students at no cost to the school or to the student. Moreover, most of these resources are designed for all college-bound students. However, it should be clearly understood that although these resources are for college-bound students in general, it does not mean they are of little value to Hispanics or other minority groups.

It is the school's and counselor's responsibility to identify, interpret, and facilitate the utilization of resources by students. To simply direct students to

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publications or to wait for resources such as community organizations to contact the high school will not maximize the impact these resources can have.

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CONCLUSION

The preceding sections have addressed a vast array of issues related to the counseling of Hispanic college-bound high school students. Included are a review of the research literature, an overview of the status of Hispanics in higher education, a look at characteristics of one segment of the Hispanic college-bound population, a discussion of key elements in a systematic counseling approach, and a brief list of resources.

While this paper is comprehensive in scope, the writer acknowledges that each section could be the focus of a much more in-depth manuscript. One of the intents is to stimulate discussion and encourage research in this area. As the literature review indicates, research in the specific area of counseling Hispanic students is presently insufficient. Not only do educators and policy makers need to know more about the consequences of counselor-Hispanic student relationships or lack thereof, but there is also a need to investigate further the impact of specific school practices and policies on Hispanic high school students.

The data presented on Hispanic higher educational attainment illustrates the failure of the educational system to develop a proportionate number of Hispanic college-

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bound students who can compete successfully in the higher education arena. Hispanic students that do survive and succeed are not only few, but are exceptions to the rule.

A counselor, and indeed any educator whose client population includes Hispanics, should be aware of the current status of Hispanics in higher education. The assumption throughout this paper is that counselors have an impact on a student's decision to enter the college-going process and are, therefore, partly responsible for whatever gains have or have not been made.

If the overall picture is dismal, which it is, then the counseling profession must acknowledge the fact and share some of the responsibility. The profession must also recognize that the notion that Hispanics have achieved widespread success in higher education is an illusion, one created (unintentionally) by the successful few who have survived the educational system.

For reasons not totally clear, the American high school has responded differently to Hispanics in general, and to Hispanic subgroups in particular, than it has to whites. The data presented demonstrate that the educational experiences (extracurricular and curricular) of Hispanic high school students differ from those of white students. More importantly, differences in academic experiences can also be seen between the college-bound students of these groups. This is critical considering that both Hispanic and white college-bound students have similar degree expectations.

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Why do these differences exist? For schools and school personnel to attribute them merely to socioeconomic and socio-cultural differences is simplistic and a shirking of responsibilities. True, counselors, and schools for that matter, can do very little about the educational and median income levels of parents of Hispanic high school students. However, given a proper understanding of the Hispanic population and a desire to have an impact, they can develop institutional policies and practices that will affect not only current students, but future generations as well.

An argument made in this paper is that more Hispanic students could successfully complete high school and the college-preparatory curriculum if high schools developed systematic approaches to accomplish that aim. In most cases Hispanic high school students are not part of a systematic process that develops them into successful college students. This need not, and cannot, continue to be the case. Creative initiatives can be developed and undertaken to make the college-going process a much smoother and productive one for Hispanic high school students.

Equally important to realize is that in order for those initiatives to have a significant impact they must be undertaken by the schools themselves. Frequently, educators seek quick answers and superficial formulas in attempting to service nontraditional populations. They bring in outside programs rather than develop them from within.

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Most of these programs are characterized by a short life span and a shifting of responsibilities from regular school staff to special staff. This creates rather unique inconsistencies. Because of their limited life span many school administrators do not perceive the need to integrate these programs into the school system. However, since they do provide a service, they accept the shifting of responsibilities that accompany them. Consequently, when the funding runs out and the program terminates, little structural impact has occurred and the need for similar or other approaches soon reappears.

These comments are not intended to criticize special programs. Indeed, some of them merely seek to serve as catalysts. Others survive numerous years and become a part of the very system that once treated them as temporary tenants. Nonetheless, looking outside of a school system for assistance in serving nontraditional students may not be in the best long-term interests of these students.

The counseling and development of talented Hispanic high school students should not be a new concern for educators. As professionals deeply committed to the twin goals of quality and equality, all educators should be concerned with the counseling and development not only of Hispanic students, but of all students.

However, schools should also realize that the changing demographic situation in this country makes the development of

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initiatives one of self-interest. What schools once considered nontraditional populations may no longer be nontraditional. For example, in the Los Angeles Independent School District, Hispanics represented 54 percent of the 1980 elementary school enrollment, almost double the 28 percent figure of 1974 (Estrada, 1983). Hodgkinson (1983) contends that:

> By 1990, minorities of all ages will constitute 20 to 25% of our total population, while their percentage among youth cohorts will be over 30 percent (it is 26 percent today). In some states, particularly Texas and California, minorities will be over 45 percent of the state birth cohort. It is difficult to deliberately avoid the educational needs of 45 percent of a state's youth. (p.4)

Even though some may do so, it will be very difficult for educators from areas such as the ones mentioned above to neglect the educational needs of the majority of their students, even if they are minority. There is simply too much at stake, not only educationally, but economically, politically, and socially as well. The state of Texas, for example, is presently seeking to comply with a federal court order to develop and implement programs to increase the number of black and Hispanic students admitted to and graduated from public colleges and universities.

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Individuals and systems often encounter difficulties in accepting and accommodating changes in the environment that encompasses them. It is recognized that certain school systems in this country will experience some turmoil as they adapt to higher enrollments of so-called nontraditional populations. Of course, some systems will adapt without too many problems, in part because they have had the leadership and vision to plan and prepare adequately.

The counseling of Hispanic college-bound students should be approached in the same vein. For the process to produce results, such as a larger number of Hispanics completing high school and entering college, leadership is needed. It is a leadership that, in some cases, can be provided only by counselors.

The ability and desire to assume this leadership role are key factors. This paper and others like it can help counselors acquire the expertise or ability to develop strategies and procedures for the counseling of Hispanic college-bound students. The desire to do so, however, is an individual characteristic that at times is influenced by external circumstances, but more frequently comes from within. It is this internal decision made by individuals in the counseling profession, and in all professions, that lays the foundation for the success or failure of any actions taken.

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